

Business Technology Word Processing

Approved 10/29/10

The Word Processing course builds on the keyboarding skills learned in the elementary school Keyboarding course and the middle school Document Formatting course. The student will use a hands-on approach to develop proficiency in document creation and design. Formatting, typography, and layout and design concepts are applied in document preparation of business letters, forms, invoices, manuscripts, and tabulated and columnar information. Emphasis is on production of business applications and speed and accuracy. Proofreading and editing skills are applied. Students will use database software to create a simple database. Sorting, querying, reporting, and integrating or merging data into a word processing document will be applied to the database. Simulations will be utilized to represent integrated workplace situations.

Recommended Prerequisite: Keyboarding and Document Formatting

Recommended Grades: 9-10

**Recommended Credit: 1/2 Credit (Standards 1-7)
 1 Credit (Standards 1-14)**

Course Codes: 3781

Standard 1.0

The student will develop and apply concepts related to human relations, safety, career development, communications, and leadership skills for a global workplace.

Standard 2.0

The student will utilize skill building drills to increase speed and accuracy.

Standard 3.0

The student will create business documents, applying the appropriate formatting knowledge and skills.

Standard 4.0

The student will research and apply typography, layout, design, and composition concepts to electronic presentations.

Standard 5.0

The student will perform beginning and advanced document formatting skills in creating reports and tables.

Standard 6.0

The student will apply language rules, proofreaders' marks, and reference tools.

Standard 7.0

The student will research and apply knowledge of ethical and legal issues within the industry.

Standard 8.0

The student will design documents incorporating specialized features including integration of software applications.

Standard 9.0

The student will create multiple column layouts.

Standard 10.0

The student will create documents utilizing advanced word processing features.

Standard 11.0

The student will create employment documents.

Standard 12.0

The student will develop database skills to organize and maintain information.

Standard 13.0

The student will investigate the Web design features of the word processing software.

Standard 14.0

The student will perform a culmination project by completing a simulation.

Course Description

The Word Processing course builds on the keyboarding skills learned in the elementary school Keyboarding course and the middle school Document Formatting course. The student will use a hands-on approach to develop proficiency in document creation and design. Formatting, typography, and layout and design concepts are applied in document preparation of business letters, forms, invoices, manuscripts, and tabulated and columnar information. Emphasis is on production of business applications and speed and accuracy. Proofreading and editing skills are applied. Students will use database software to create a simple database. Sorting, querying, reporting, and integrating or merging data into a word processing document will be applied to the database. Simulations will be utilized to represent integrated workplace situations. (This course requires a computerized workstation for each student with operating system, word processing, database, spreadsheet, presentation, and networking resident software.)

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Standard 1:0

The student will develop and apply concepts related to human relations, safety, career development, communications, and leadership skills for a global workplace.

Learning Expectations

The student will:

- 1.1 Demonstrate sensitivity to personal, societal, corporate, and governmental responsibility to community and global issues.
- 1.2 Demonstrate the interpersonal, teamwork, and leadership skills needed to function in diverse business settings, including the global marketplace.
- 1.3 Communicate effectively as writers, listeners, and speakers in diverse social and business settings.
- 1.4 Apply the critical-thinking and soft skills needed to function in students' multiple roles as citizens, consumers, workers, managers, business owners, and directors of their own futures.
- 1.5 Analyze and follow policies for managing legal and ethical issues in organizations and in a technology-based society.
- 1.6 Investigate the life-long learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.

- 1.7 Assess personal skills, abilities, aptitudes, and personal strengths and weaknesses as they relate to career exploration and apply knowledge gained from individual assessment to research and develop an individual career plan.
- 1.8 Examine the goals and principles of Future Business Leaders of America.
- 1.9 Investigates online and office safety procedures and passes a written safety examination with 100% accuracy.
- 1.10 Demonstrates parliamentary procedure through office staff/chapter organizational meetings.
- 1.11 Apply appropriate typography concepts to industry documents.

Student Performance Indicator: Evidence Standard Is Met

The student:

- Develops a presentation, applying typography guidelines, that illustrates ethical and legal behavior in written and spoken portions of the presentation, and recognizes the implications of violating federal and state laws related to the use of technology and copyrighted materials.
- Models and role-plays examples of behavioral expectations in the workplace, including soft skills and team building.
- Demonstrates skills necessary for safety and environmental protection in the workplace and passes a written safety exam with 100% accuracy.
- Develops a presentation, applying typography guidelines illustrating ethical behavior in what are written, spoken or presented and legal issues recognizing the implications of violating federal and state laws including the use of technology and copyrighted materials.
- Illustrates modeling and role playing of examples of behavioral expectations in the workplace including soft skills and team building.
- Demonstrates parliamentary procedure through office staff/chapter organizational meetings.
- Participates in Future Business Leaders of America leadership activities.
 - Creates a design and lays out a membership brochure to promote membership.
 - Creates a design and lays out a flyer to promote the local activities of the March of Dimes Campaigns.
- Demonstrates progress toward developing skills and behaviors through portfolios and reflection.

Sample Performance Task

- Design and produce a team project on legal and ethical issues that includes issues and penalties for plagiarism, copied text that does not require permission, and copied data that requires permission and the process used in obtaining permission. Obtain formal permission for use of quotations, art form, design, music, and photographs. Develop and present a total team project utilizing various technology components and appropriate typography concepts.
- Use the Internet to research health and safety issues in a computer work environment.
- Compose and assemble a safety manual using appropriate typography concepts. Develop a presentation on right-to-know laws and any other laws required for safety.

Standard 2.0

The student will utilize skill building drills to increase speed and accuracy.

Learning Expectations

The student will:

- 2.1 Demonstrate correct body and hand position for keyboarding.
- 2.2 Apply the touch system to develop keyboarding skills using the alphabetic, numeric, and symbol keys.
- 2.3 Exhibit proper response patterns for gaining speed.
- 2.4 Demonstrate proficiency and speed in keying straight copy material.
- 2.5 Produce mailable copy.
- 2.6 Apply typography, layout, and design rules.
- 2.7 Produce evidence of skill in sentence and paragraph writing.

Student Performance Indicators: Evidence Standard is Met

The student:

- Applies correct body and hand position for keyboarding.
- Reviews the correct touch system to reach the alphabetic, numeric and symbol keys.
- Keys a minimum of 35 NWAM on a 3-minute timed writing for one-half (1/2) credit course and 45 NWAM on a 5-minute timed writing for a one(1)-credit course.
- Keys mailable copy from rough-draft and script materials.

Sample Performance Task

- Use the touch system, keys the alphabet and symbols.
- Use the touch system, keys the numbers on numeric keypad.
- Use a technique check sheet, evaluates techniques using the keyboard and keypad.
- Perform daily drills on sentences and paragraphs from straight copy, script, and rough-draft.

Standard 3.0

The student will create business documents, applying the appropriate formatting knowledge and skills.

Learning Expectations

The student will:

- 3.1 Demonstrate proper keying formatting technique for business documents.
- 3.2 Key business documents in a variety of styles and formats.

Student Performance Indicators: Evidence Standard is Met

The student:

- Uses the touch system and word processing software to create, modify, store, retrieve and print documents.
- Keys and formats personal business letters, business letters, e-mails, and memorandums meeting acceptable mailability standards.
- Submits required documents in mailable form.
- Saves documents and prints hardcopy.

Sample Performance Task

- Key and format a simple announcement.
- Key and format personal business letters, business letters, e-mails, and memorandums.

Standard 4.0

The student will research and apply typography, layout, design, and composition concepts and guidelines for preparation of a multimedia project.

Learning Expectations

The student will:

- 4.1 Analyze composition processes.
- 4.2 Analyze principles of typography.
- 4.3 Set formatting styles and apply typographical commands to text.
- 4.4 Evaluate the effectiveness of typography in publications.
- 4.5 Contrast and compare the typography from at least two print sources:
 - a. composition technique
 - b. different typestyles
 - c. different types of justification
- 4.6 Analyze layout principles.
- 4.7 Analyze principles of design, including the following:
 - a. special effects techniques
 - b. text alignment, elements positioning
 - c. master page construction
 - d. spot color and process color to text and graphics
- 4.8 Illustrate gradations in shapes and blend colors.

Student Performance Indicators: Evidence Standard is Met

The student:

- Prepares a layout using typography specifications.
- Applies layout and design principles using original and/or imported graphics.
- Applies spot color to graphics and text.
- Applies typographical commands to text.
- Rotates text and graphics.
- Proofs, edits, resizes, crops/manipulates copy and graphics.
- Prints or publishes hard copy that meets publication and design standards.

Sample Performance Task

- Have students illustrate at least three font technologies, using different backgrounds. Compare and contrast the typography of each.
- Design and create various projects, i.e., commercial, ad campaign, public relations announcement for membership recruitment for Future Business Leaders of America.
- Have students present to class an electronic presentation.

Standard 5.0

The student will perform beginning and advanced document formatting skills in creating reports and tables.

Learning Expectations

The student will:

- 5.1 Demonstrate proper technique for inputting reports and tables.
- 5.2 Key multi-column tables.
- 5.3 Key and format a multi-page report with headers and footers.
- 5.4 Demonstrate correct techniques in using the tracking mode for edits and revisions.

Student Performance Indicator: Evidence Standard is Met

The student:

- Prepare a multi-column table with column headings using the table feature and the key-line method.
- Inputs a multi-page report that includes a table, reference citations, headers, and footers in mailable form.
- Edits and retrieves copy, makes changes using the revision mode, proofs revisions, accepts revisions, saves and prints hard copy.
- Designs documents such as a newsletter with columns, headers, and footers.

Sample Performance Task

- Choose a topic to research and prepare a two-to-three page report. The report must have two-to-three references with a title page, a bibliography, and footnotes or endnotes. Input, edit, revise, and print hard copy of the report.

Standard 6.0

The student will apply language rules, proofreaders' marks, and reference tools.

Learning Expectations

The student will:

- 6.1 Apply rules for spelling, grammar, punctuation, capitalization, word usage, number expression, and abbreviations.
- 6.2 Use reference materials.
- 6.3 Apply language arts skills to all keyed documents.
- 6.4 Apply proofreaders' marks to rough-draft material.

Student Performance Indicator: Evidence Standard is Met

The student:

- Applies spelling, punctuation, capitalization, and abbreviation rules to business documents.
- Uses correct sentence structure in composing and formatting text.
- Applies proofreaders' marks to indicate all errors in content, format, spelling, and grammar on a document printout.
- Composes and inputs a minimum of ten sentences and one paragraph, applying spelling, punctuation, capitalization, number expression, and grammar correctly.

Sample Performance Task

- Perform drills on sentences and paragraphs from straight copy, script, and rough-draft material.
- Print a one-page report, edit, and use proofreaders' marks to indicate all errors in content, format, spelling, punctuation, and grammar. Correct errors and print.
- Use proofreaders' marks to correct a document which contains multiple errors including punctuation, capitalization, grammar, and number expression.
- Compose and key a one-page report about a person who has influenced your life using acceptable standards for grammar, punctuation, capitalization, word usage, and number expression.

Standard 7.0

The student will research and apply knowledge of ethical and legal issues within the industry.

Learning Expectations

The student will:

- 7.1 Demonstrate work ethics that include integrity, honesty, loyalty, and perseverance that meet industry standards.
- 7.2 Comprehend copyright laws and their applications to text, visual art, design, music, and photography.
- 7.3 Research legal responsibilities associated with the use of the Internet as required by federal and state government agencies.

Student Performance Indicator: Evidence Standard is Met

The student:

- Applies ethical conduct providing the proper credit to those whose ideas and content have been used in creating interactive multimedia projects.
- Demonstrates ethical behaviors in what is written, spoken, or presented in designing and presenting a multimedia project.
- Applies knowledge of copyrights in seeking formal permission from copyright sources before using materials.
- Recognizes the legal implications of violating federal and state laws in multimedia/digital publishing.
- Demonstrates legal responsibilities using the Internet for interactive multimedia projects.
- Demonstrates skills necessary for safety and environmental protection in digital design and photography.
- Develops a virtual presentation on ethical and legal issues that could be posted on the web.

Sample Performance Task

- Design and produce a business report on legal and ethical issues that includes issues and penalties for plagiarism, copied data with permission, and the process used in obtaining permission. Obtain formal permission for use of a quotations, etc. as required by copyright laws.

Standard 8.0

The student will design documents incorporating specialized features including integration of software applications.

Learning Expectations

The student will:

- 8.1 Create a document using clip art, word art, and drawing and color tools.
- 8.2 Create a document and a data source.
- 8.3 Insert merge fields into the main document.
- 8.4 Create multi-page-tabulated reports, financial statements, and business forms.
- 8.5 Edit an existing data source and create mailing labels.
- 8.6 Create business documents with merge variables.
- 8.7 Create auto-text inserts and macros.

Student Performance Indicator: Evidence Standard is Met

The student:

- Designs a document with wraparound text using a scanned picture, clip art, word art, and drawing tools.
- Composes and keys a document using the mail merge features.
- Prints mailing labels from data source.
- Designs a multi-page document incorporating the formatting tools used to produce industry-standard documents.
- Prepares a news release for electronic release.

Sample Performance Task

- Design a school newsletter and use graphics in the newsletter. Print a hard copy.
- Complete a business document in a word processing project and insert a graph created from a spreadsheet program.

Standard 9.0

The student will create multiple column layouts.

Learning Expectations

The student will:

- 9.1 Utilize the table feature to create tables and insert tables into documents.
- 9.2 Create a document in multiple-column format.

Student Performance Indicator: Evidence Standard is Met

The student:

- Composes text, changes text to a table, formats the table and performs calculations in a table.
- Creates a multiple column document, adjusts column spacing, and balances the column.
- Creates a multi-page tabulated report.

Sample Performance Task

- Research a topic and create a multiple column table with a bibliography and print the product.

Standard 10.0

The student will create documents utilizing advanced word processing features.

Learning Expectations

The student will:

- 10.1 Compose, organize, key, and edit information applying typography and advanced layout and design guidelines.
- 10.2 Use the touch system keying technique and word processing software to create, modify, store, retrieve, and print business documents.

Student Performance Indicator: Evidence Standard is Met

The student:

- Keys and formats mailable documents setting styles, including center command, underscore, page-end command, hyphenation, header/footers, subscripts/superscripts, justification, automatic pagination, decimal tab, page numbering.
 - Keys business letters with special features.
 - Keys minutes.
 - Keys appointment schedules.
 - Keys agendas.
 - Keys itineraries.
 - Keys outlines.
 - Keys financial statements.
 - Keys multipage reports, table of contents, cover pages, footnotes or endnotes, biography.
- Edits documents.
- Uses the revision feature to set paragraph formatting, indent setting, tab settings, cut and paste and text enhancements to revise documents. Print copy with revisions for portfolio.
- Accepts or rejects revisions and prints a hard copy for inclusion in a portfolio.

Sample Performance Task

- Key and format the minutes of your local chapter of Future Business Leaders of America.
- Save and edit the minutes.
- Retrieve the file and revise it according to instructions. Print a hard copy.

Standard 11.0

The student will create employment documents.

Learning Expectations

The student will:

- 11.1 Perform a job search utilizing the Internet and the Occupational Outlook Handbook.
- 11.2 Prepare a letter of application, resume, job application, and follow-up letter.
- 11.3 Research and analyze proper job interview skills.

Student Performance Indicator: Evidence Standard is Met

The student:

- Using the Internet, researches local business products and services in preparation for a job search.
- Keys a sample letter of application, designs a personal resume, composes an original letter of application and prepares a follow-up letter.
- Completes a job application.
- Submits required documents in mailable form.
- Uses the proper technique to key correspondence.
- Inputs and formats a report on effective job interview techniques.

Sample Performance Task

- Select a company to which you wish to apply for a job. Input, format, edit and print a letter of application, a resume, and a follow-up letter.

Standard 12.0

The student will develop database skills to organize and maintain information.

Learning Expectations

The student will:

- 12.1 Examine an existing database for data types, field description characteristics.
- 12.2 Design and create a database.
- 12.3 Formulate simple queries.
- 12.4 Create a database report.

Student Performance Indicators: Evidence Standard Is Met

The student:

- Creates a blank database using appropriate inputting, formatting, and editing skills.
- Searches and sorts database for specific information.
- Develops queries
- Creates and formats database reports.
- Inputs, sorts, searches, edits, and updates data.

Sample Performance Task

- Enter data into a table from preprinted material, such as a student organization membership list, make corrections needed to view the page as intended, and print the results.
- The student will design a database given specific contact demographic data for a fundraising activity.

Standard 13.0

The student will investigate the Web design features of the word processing software.

Learning Expectations

The student will:

- 13.1 Examine Web page elements.
- 13.2 Design a Web page using hyperlinks.
- 13.3 Compare and contrast the development of Web pages using word processing software versus Web development software.

Student Performance Indicators: Evidence Standard Is Met

The student:

- Researches the components of a Web page.
- Save a document, using text and graphics, as a Web page.
- Develop a Web page, comprised of text and graphics that contains hyperlinks.

Sample Performance Task

- As a team create a simple Web page layout to be incorporated in the business department web page, using at least two hyperlinks.

Standard 14.0

The student will perform a culmination project by completing a simulation.

Learning Expectations

The student will:

- 14.1 Apply advanced document design skills in completing a simulation.
- 14.2 Proofread and edit documents for accuracy, content, grammar, spelling, and punctuation.
- 14.3 Use touch system keying techniques and word processing software to create, modify, store, retrieve, and print documents.

Student Performance Indicator: Evidence Standard is Met

The student:

- Keys and formats mailable correspondence.
- Composes, organizes, and edits a document at the keyboard.
- Evaluates the appearance and accuracy of documents.
- Revises a document.
- Stores documents on a disk and prints a hard copy.

Sample Performance Task

- Key, format, edit, revise, and print a simulation project representing real-life business activities.